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ABSTRACT

The 11 articles in this issue of The Councilor focus on individualized social studies instruction. Nolan Armstrong reviews several studies of individualized social studies programs and their fundamental assumptions. C. Frederick Risinger discusses some existing individualized programs and their implementation problems. Three suggestions for using individualized instruction with local resources are offered by Gerald Danzer, Linnea Ghilardi, and Theresa Kasprzycki. G. Galin Berrier offers suggestions for writing learning activity packets with performance objectives, while techniques for individualizing a primary grade social learning skills program are detailed by Kevin Swick. Richard Clark outlines the staffing, objectives, and content of an individualized humanities program. William R. Heitzmann describes his individualized unit on Afro-American studies, Patrick O'Donnell and Robert Lang relate their individualization of social studies through literature, and Wilma Lund tells of her unit on communication. John McAteer writes of individualizing the preparation of social studies student teachers and Allen Kemmerer of providing a primary resource from which inservice teachers can implement secondary school projects. (KSM)

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INDIVIDUALIZED INSTRUCTION — PANACEA OR POSSIBILITY

by Nolan Armstrong

"In education, unfortunately, there is a great furor about whatever is announced as the latest trend, and the schools seem to careen erradically after each Pied Piper in turn. This giddy chase keeps them almost beyond earshot of the researcher standing in his tiny, laboriously tamped patch of solid ground, crying in a pathetic voice 'Wait for me; Wait for me'."(7)

As one reviews the curriculum changes in social studies education, it appears that social studies educators are guilty of this type of behavior also. As federal and state monies became available for special projects and/or instructional materials, many educators were caught up in the innovative movement without an examination of the assumptions, objectives, and/or pertinent evaluative techniques underlying the change. As one examines the behavior of State Offices of Education the same charge may be applied. For example, the movement toward behavioral objectives in teacher education, the consumer economic education mandate, and the urge to individualize instruction may be positive benchmarks in the improvement of instructional practices, but there are some serious questions to be answered before such approaches are mandated and before the desirable goals of these well-meaning directives can be fulfilled.

The topic "individualized instruction" is of current interest to most educators as it is "in". But what are some of the assumptions underlying this movement; and where is the balance between the traditional role of the teacher and the use of the educational hardware associated with the new approach? Which students can benefit from individualizing instruction? What content and/or social studies objectives can best be facilitated by individualized instruction? Are there certain skills, content, attitudes and other desirable objectives of social studies instruction that can be best attained in non-individualized instruction?

A review of the literature concerning individualized instruction in all subject areas in grades seven through college seems to indicate no significant gain in cognitive achievement when compared to traditional instructional techniques. Some of the positive spin-offs of Independent Study were 1) the greater student respect for the instructor along with 2) the students perceiving a greater sense of closeness to each other and liking the subject better.(12) Another interesting facet of individualized instructional process was the greater student academic achievement when structured by the teacher versus structuring by the student.(12, 5)

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What factor appears to be the single most important predictor of the student's ability to profit from individualized instruction?

Some relevant studies include that of Congreve[1] who reports that 36% of the freshmen at the University of Chicago Laboratory School did not favor independent study, even though individuals' critical thinking ability as measured by the Watson Glaser Critical Thinking Appraisal instrument, significantly increased over that of individuals in traditional classes.

Margarones[11] reports that non-intellectual factors such as initiative and self-discipline are the critical factors to successful independent study. Britton [2] reports that successful trial experience followed by G.P.A. were the better predictors of success in Individualized Learning programs and would seem to reinforce the positive self-concept variable. Robert [15] found that high school seniors reporting a positive self-concept make greater uses of Individualized Learning situations than seniors with poor self-concepts. Gehring[9] reports that students who choose Individualized Instruction tend to score high on the personality characteristic of dominance and low on abasement.

Cornell and Lodato[6] report that Mooney's Problem Checklist of emotional adjustment was a better predictor of success in independent study than a teacher's perception. Baskin's[1] study indicates that personality traits are more important than academic ability for successful independent study. Chickering[3] reports that both personality factors and academic ability need to be considered when selecting individuals for independent study.

One long term study of individual student characteristics as variables in individualized study which is of particular interest is that of Gropper and Kress.[11] They report on research concerning individualized instruction through pacing procedures. Students were matched by I.Q. and achievement for the first of three experiments. The first experiment was to discover the effect of and efficiency of self-paced instruction in independent study. Results showed that if students completed the programmed instruction rapidly, there was an increase in errors. This was especially true for the slower student. Surprisingly, the achievement gains as measured by pre and post tests were about equal for both the high and low I.Q. student. The lower I.Q. students, who theoretically were to pace themselves according to their ability, did do better than those low I.Q. students who rushed through. It was also discovered that some high ability students were inefficient learners in that they worked too slowly. The results of this phase of the research led to the conclusion that self-pacing by students is ineffective for maximum achievement.

The second phase of the project consisted of fixed-paced programmed instruction in which the students were matched according to their demonstrated rate of work and a minimum degree of achievement as measured by tests. All of these subjects had been "qualified" as "good" students before they were accepted as subjects for this experiment. The researchers concluded that even among academically inclined higher ability students having fast or

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slow work rates, fixed-paced programming is superior to self-pacing in terms of effectiveness and efficiency of instruction. As a matter of fact, highest ability self-pacers who worked rapidly did not score as high as lower ability, slower working students from this experimental group that were paced. This implies the necessity for even more fixed-paced programming for "good" but lesser ability students to attain effectiveness and efficiency of instruction.

The third phase, involving T.V. instruction, consisted of a high-fixed pace of presentation where the teacher was to strive for high group achievement through prompting and correcting errors (which takes time). The rate of errors increased as the tempo increased and when left uncorrected, resulted in a higher rate of achievement than when time was taken to make corrections.

The researchers made the following conclusions from their three-phase research project. 1) Students seem to be able to work at different rates of speed and possibly a student's rate may vary in different subjects; hence, all students should be screened as to their achievement and paced according to their rate of efficient work. The student of lower ability doesn't need a watered-down course but a slowed-down course. 2) More efficient performance will result from a faster tempo for fast work rate students, who experienced less errors at the faster tempo than slow work rate students of equivalent achievement ability. (The slow work rate among the students was attributed to their reading speed, habit, or both). 3) Since the results indicate the greater effectiveness of the fixed-pace programs, it seems logical to have a two-track curriculum — one for slow work rate students and one for fast work rate students for each subject. Thus, effectiveness and efficiency can be achieved in an orderly fashion without the splintering of classes in a not-too-effective self-pacing situation.

Attempting to implement the findings of research on individualized study the author worked with teachers in grades 7-12 engaged in social studies instruction and found the following procedures to be generally effective.

The students are pretested for achievement levels, reading levels, and personality characteristics. A profile is given to each student that indicates his her degree of proficiency in content areas, his her levels of intellectual skills and abilities, and dimensions of his her value system. If the students' scores indicate a specified level of intellectual achievement for his or her grade level, emotional readiness (above the norm in measures of responsibility and self-concept) and open mindedness for independent study, the student and teacher develop a contract. The student may read, tutor, or even study another academic subject if arrangements can be completed.

Students whose scores do not exceed the specified levels are paced through teacher-oriented instruction until certain specified goals are reached. Thus, the professional role of the teacher encompasses that of a diagnostician and prescriber in order to intelligently individualize. The student benefits from greater student-

oriented instruction as he achieves specified goals for his grade level. Once this level is achieved he responds to the pay-off of greater choice in the content to be studied or the academic area to be studied.

In order to develop the students' cognitive skills, instruction is based upon Gagne's model of types of learning. This model requires the teachers to have specific instructional objectives in the content realm firmly in mind, and proceed in questioning strategies from the simple to complex development of relevant concepts.

The other major task of the teacher is to provide a varied learning environment which provides pacing and tasks at levels appropriate to the students' ability and nature and through which the students can have success experiences to facilitate students positive self-concepts, sense of responsibility, and attitudes and values favorable to success in independent in-school or beyond-school learning. Although this is a big task, it is the role of the professional social studies teacher and a commitment which he or she will enthusiastically accept in his class, school and community.

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INDIVIDUALIZED INSTRUCTION: PROCEED WITH CAUTION

by C. Frederick Risinger

Individualized Instruction is the latest in a long series of "innovations" or trends to emerge as the number one topic at social studies conferences and in the professional literature. As usual, a major innovation knows no disciplinary boundaries, and various formats of individualized instruction are being studied and implemented throughout the curricula at all educational levels. Actually, individualized instruction, in one form or another, has been more frequently utilized in the past by our science, math, or business education colleagues than by social studies educators.

In the elementary schools, various formats of individualized instruction have been packaged and their impact has been felt nationally. Individually Guided Education (IGE), Individually Prescribed Instruction (IPI), and The Westinghouse Program for Learning in Accordance With Needs (PLAN) program have been implemented into hundreds of schools across the country with various degrees of success. The November 1973 issue of **Phi Delta Kappan** contains an analysis and comparison of these three programs by Ronald E. Hull. Each has its strong points and should be examined by teachers and administrators concerned with individualizing education at the elementary level (Project PLAN can also be utilized at the secondary level.)

Generally, the method of individualizing instruction at the junior high and senior high levels is to create learning "packets" or "modules" which allow students and teachers to break free of the lockstep approach that has typified social studies education for so long. These packets are called by various names including LAPs (Learning Activity Packets), ILPs (Individualized Learning Packages), and SPALMs (Self-Paced Activity Learning Modules). Although each has unique characteristics depending upon the school in which it was developed and the skills of the teacher who prepared it, there is frequently a somewhat standard format. Each module or packet will contain (1) a statement of introduction and rationale; (2) specific learning objectives stated in generally behavioral or performance terms; (3) a pretest to determine the skills and knowledge possessed by each student prior to beginning the packet; (4) learning activities specifically designed to meet the objectives; (5) a formative test or self-test to help the student determine his/her progress; and (6) a final or summative test which generally mirrors the learning objectives and serves as the prime evaluative tool for both student and teacher. In addition to these components, in-

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dividualized learning packages may contain a value statement, a list of affective objectives, alternative learning activities that provide choices for the student within each package, and a final section called "quest", "in-depth study", or something similar. This last facet encourages self-initiated, in-depth study of some topic generally associated with the packet. These activities could be termed "enrichment" since they frequently call upon the student to progress far beyond the minimum competencies called for in the packet.

There are several reasons for the tremendous interest in individualized instruction being shown by social studies teachers. The concept of self-paced instruction whereby each student is able to progress at a rate commensurate with his ability has been a goal of educators for more than a century. The move toward "humanizing" or "personalizing" the schools provides additional support for departments and individuals dissatisfied with the lockstep approach which is still the predominant format in American education. The twin desires to be more relevant and to increase student motivation in the social studies give additional impetus to the movement.

Today, scores of secondary schools throughout Illinois and the nation are exploring individualized instruction and are writing "packets" of instructional activities which will, hopefully, fulfill the somewhat grandiose expectations mentioned above. Some schools in Illinois, such as Quincy High II, Lincoln High School, and Ridgewood High School (Norridge) are either exploring or actually implementing a school-wide program of individualized instruction. In many others, social studies departments are busy breaking down their teaching units into manageable packages and, with books by Mager, Popham, and others in hand, writing behavioral objectives, and developing learning activities.

As a former high school department chairman and now as a statewide consultant, my general perceptions of the program are positive. When put into operation by committed teachers skilled in package preparation and individualized instruction, the goals of the program are frequently realized. Student attitudes toward social studies and student achievement usually do improve. However, as with many past innovations, such as team teaching, the inquiry method, and flexible scheduling, many teachers and schools adopt a program without the essential skills and resources necessary to achieve effective implementation.

So it is with individualized instruction. Schools which have initiated a packet approach have had to retreat from their position as opposition from students, parents, and teachers became evident. Student interest climbed for a few weeks, then plummeted as boredom set in. Failing grades declined in number, but so did the number of "As" and "Bs", and the problem of what to do about both the student who finishes early or late added a new set of frustrations to replace some of the old ones.

Most of the difficulties encountered with individualized instruction packets are procedural or logistical and can be overcome by

creative and flexible educators. Two issues, however, must be met head on if individualized study packets are to fulfill their promise.

First of all, objectives **must** rise above the lower cognitive levels. The obsession with quantitative measurement and measuring achievement frequently encourages teachers to write objectives which seldom ask the students to do much more than recall facts, list factors, and summarize material. This is unfortunate, since ample materials exist to assist teachers preparing instructional packets in writing objectives and designing activities at higher cognitive levels. Unless this is accomplished, the learning packets will be more boring to both student and teacher than the old "read 20 pages and do the odd questions at the back" approach.

Second, communication and interaction between student and teacher and among students is absolutely essential for the social studies. If controversial issues and societal dilemmas are not defined and analyzed, and if hypothetical solutions are not made, discussed, challenged, and defended, then social studies educators will have abdicated one of their most important duties.

Several schools have devised ways to encounter these twin dilemmas. At Lake Park High School in suburban Roselle, Illinois, the social studies department has developed one method. It is not one that can be accomplished once a week after school or in a two week summer workshop, but it seems to have possibilities for long-term success. Beginning in 1970, the social studies department at Lake Park embarked on a program of self-assessment and improvement that eventually led to two six week summer workshops designed to end repetition in the curriculum, develop a coordinated sequence of social studies concepts and generalizations, and establish a program of process and skill objectives. By 1972-73, each course was divided into units which listed specific cognitive and process objectives stated (generally) in performance terms. The progression to a program of individualized packages became simply one more step in a series of logical, sequential events. The science departments' success and national acclaim in individualizing their program provided both a stimulus and a model of experience from which to gain valuable knowledge. In March, 1973, the department submitted a Title III proposal for funding to continue the project, which had been supported by local funds until this time. The proposal was approved for a three-year period beginning July 1, 1973. Although it is likely that progress would have continued, it is doubtful that similar resources of time, money, and personnel could even have been marshalled.

The Lake Park plan is similar to the model described in the earlier section of this article. Each packet contains a few well-defined objectives and learning activities designed to help students meet them. Paraprofessionals assist in preparing and distributing the packets and in the record-keeping that is so essential to the success of the program.

The Lake Park staff has made a concerted effort to write objectives at the higher cognitive levels. In one experimental unit

dealing with the American Revolution, students are asked to synthesize political motivations of historical characters by examining their environment and societal experiences. In another, dealing with anthropology, students analyze a hypothetical environment and then develop strategies essential for survival in that environment. Additionally, the Lake Park Plan requires frequent seminars, debates, and other discussions as integral facets of the learning experience. As students complete one part of the packet, they sign up for a seminar which will be arranged when the appropriate number of students have reached that point. In this way, essential communication skills and interest-building discussions are not eliminated from the curriculum.

Individualized learning packages comprise only one way of meeting the needs of all students. In social studies education, individualizing cannot be allowed to mean depersonalizing. The Lake Park Plan is still in its first year of operation and the staff is learning more and more each day. Early results show increased learner interest, student achievement, and faculty morale. Other Illinois schools have experienced similar results. Hopefully, social studies teachers will examine various models of instructional design to gain from these prior experiences.

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INDIVIDUALIZING INSTRUCTION WITH LOCAL RESOURCES: THREE SUGGESTIONS

by

Gerald A. Danzer
Linnea Ghilardi
Teresa Kasprzycki

One of the major functions of the social studies is to help students acquire a sense of time and place. History tends to be a dead subject until one places one's self in the procession through time; geography leans toward dullness until one recognizes the spatial dimension to one's own existence; and we may proceed through the other disciplines with a similar refrain. The point is a truism. Until a student perceives the concerns of the social studies impinging on his own life, he will be getting what some call a schooling rather than an education.

A basic problem in customizing the social studies for each locality (indeed, for each individual) is that most of our curricular materials are designed for an expanded market. They focus on national developments and general trends, using specific examples only for illustration or enumeration. Teachers planning to individualize instruction have a golden opportunity to connect the general conclusions of the textbook with the specific situation of the local community. The idea, of course, is not new. Using the immediate locality as a springboard to the wider world is as old as instruction in the social studies. Nineteenth-century manuals on teaching usually had a chapter or two on this very topic. Recently, however, the emphasis has been on comprehensive curriculum projects, materials with widespread appeal, and contributions with national visibility. Social studies teachers in the United States do not have a full-length manual on teaching local history in print. Their colleagues in Great Britain, by contrast, have a half dozen. It seems that American educators have more to learn when crossing the Atlantic than visiting Summerhill.

ILLINOIS: A HISTORY OF THE PRAIRIE STATE

As far as I know, the last comprehensive manual on Illinois history for teachers and students was compiled by Paul M. Angle and Richard L. Beyer in 1941. The helpful pamphlets by Olive Foster, William L. Burton and Victor Hicken have helped to bridge the gap, but the need for an updated **Handbook of Illinois History** remains.[1] This situation reflects a long period of neglect of Illinois state history by writers for the general public. Although **The Cen-**

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tennial History of Illinois, published in five volumes in 1918-1920, was a classic state history and provided a model for other states to follow, it stimulated the production of only one general history of the state, Theodore Calvin Pease's **The Story of Illinois** (1925).

After 47 years the situation has finally been redressed with the appearance of Robert P. Howard's **Illinois: A History of the Prairie State** ($10.95, Grand Rapids: William B. Eerdmans, 1972). Comprehensive in scope, balanced in coverage, thoughtfully organized, nicely paced, and quite readable for the average high school student, this one-volume account will be a boon for teachers and students alike. Instructors will do well to think of it as a compendium of suggestions for individual student projects and assignments. For example, the book contains a three-page discussion of early automobiles manufactured in Illinois, a brief section on the state's misfortunes with state-owned internal improvements, a chapter entitled "Almost A Slave State," as well as brief sketches of the careers of Elijah Lovejoy, John Peter Altgeld, Jane Adams, Frank Lowden, Al Capone, Adlai E. Stevenson, and a host of others. The narrative proceeds from the beginning with "Thank God for Glaciers" to the contemporary situation: "The Constitution of 1970." Although the general organization is chronological, the chapters often tend to be topical: "Preachers, Presses, and Abolitionists," "The Working Man Organizes," "The Great Depression."

Robert P. Howard is a veteran political reporter and a devotee of Illinois history. In his attempt to compile a comprehensive account, he has understandably sketched many topics only in brief outline. The Indian, it seems to me, is given cursory treatment. But, and this is an essential point for the book's use in the schools, almost every page carries footnotes discussing the relevant secondary literature. In addition, there is a twenty-five page bibliography which school librarians will peruse to great profit. The publishers have supplied a rather extensive index, a brief chronology, a scattering of illustrations and a score of helpful maps. The latter are especially well adapted for instructional purposes because they deal with only one topic at a time and are drawn in bold, simple fashion. Unfortunately, the last map portrays the area burned in the Chicago Fire of 1871. The following century is, alas, uncharted! The lack of a general map of Illinois showing counties and principal towns is a regrettable shortcoming.

A more serious flaw is the tone of the work which announces that it will recount "the struggles and accomplishments of the men and women who settled and civilized Illinois" and explains "why Illinois inevitably became one of the greatest of the American states." (p. xxiii) As mentioned above, the Indians are neglected and, as the reader might guess, minorities have grounds for complaint. Fortunately, this type of rhetoric is largely confined to the introduction and the innocuous conclusion: "The roster of heroes is long, with hundreds providing inspiration for the generations to come, in confidence that the story of Illinois has just begun and that

the Prairie State will continue to undergo great changes, whatever, they might be." (p. 570).

Howard's study is in no sense an interpretive essay or a philosophical discussion, it is an outline, a synthesis, and a guide to further study. As such it will earn an honored place on the social studies teacher's bookshelf and in the school libraries.

The volume provides springboards for student projects, places to begin rather than a place to finish. It affords background materials for student papers, reconstructions, tapes, films, interviews, collections, photographic essays, and creative writing projects. The following examples of creative writing provide some suggestions in this direction. Both have been prepared in a Colloquium on the Teaching of History and Related Disciplines offered each quarter at the University of Illinois at Chicago Circle. Linnea Ghilardi's free verse poem is meant to be illustrated with slides and or films. It may be used by students as the script for an audio-visual project; or, hopefully, it will encourage the writing of additional scripts for similar projects by other classes. The "Reflections" by Teresa Kasprzcki not only provide a sense of place and a mood of the city, but become in themselves a significant commentary on our civilization.

CHICAGO: CITY OF CONTRASTS

by Linnea Ghilardi

Chicago: where Marshal Field clock ticks high above two million day-after-Thanksgiving shoppers, and only Uncle Mistletoe could put that finishing touch on Christmas.

Chicago: where seasons switch as quick as the landscape — from the slush of State-and-Madison January to the breeze of Belmont-Harbour July. And through the year the Windy City blows and blusters and billows and blasts; Lake Michigan swallows Outer Drive and Edgewater Beach stands with an empty stare.

Chicago: city of worship, where Buddhist, Bahai, and Baptist rub shoulders and pray; where temples flood on Friday night, cathedrals bulge on Sunday morn, and Christian Science testimonies are heard at noon on Wednesdays.

Chicago: city of work, where white collar and blue collar and starched collar punch clocks; where Andy Frains punch tickets, and teamsters punch each other. Commuter trains, parking lots, 9-to-5, happy hour, lunch with the girls, coffee break at 10, on Monday morn we start over again.

Chicago: city of learning, where the "best and the brightest" head for NU or UC, and the "bottom of the barrel" sign up at the Y. Computer programming, data processing, public relating, newspaper editing, nursing, doctoring, horsing around. RN, PhD, MD, MBA, DDS, DVM, BA and BS.

Chicago: city of entertainment, where a good time depends on only enough imagination to open the Sunday Tribune — and only enough money to open a bank. Second City, Lyric Opera, Ivanhoe, Top-of-the-Rock; Shubert; Biggs, the Bakery, Burger King; Orchestra Hall, Auditorium, Arie Crown; Mister Kelly's, Don the Beachcomber, Gaslight, Playboy, the counter at Walgreen's, Sam's Bar and Grill.

Chicago: city of contrasts, landscape of paradox.

Chicago: one-time hog-butcher, past-time hobnobber, part-time huckster, hustler, and hack.

Chicago: city of mammouth proportions, where Hancock dwarfs Prudential and Grant Park rivals Watergate.

Chicago: convention center, Civic Center, Bears' center, daily center for Mid-America's millions. The Gold Coast, the gold-diggers, the ditch-diggers; the Loop "L", Lakefront, Lincoln Park, Lee Phillip, Larry Lujack, Flynn, Daley, and Coleman.

Chicago: where Eisenhower runs east-west, Kennedy heads up north, and Dan Ryan keeps on truckin'. The wealth of the world huddles close to Chicago — Lake Forest, Northbrook, Oakbrook, Kenilworth — worth their weight in energy crises.

Chicago: a town with four great daily newspapers and a columnist who's a step-ahead-of-the-Daley; a town where Water Towers are more familiar than Watergates; where John Hancock is more than a signature; where the Gold Coast is inland and Rush Street is for relaxing. Where Marina City, like two giant corncobs, is the only reminder that this once was a hick town.

Chicago: with a world-renowned symphony that's as organized as General Motors and an Impressionist collection that really makes an impression.

Chicago: with shopping to dazzle every eye and pocketbook—from Kresge's on State Street, where a tennis ball goes for 39c, to Abercrombie's, where the rackets sell for half a grand.

Chicago: city of bums and boondogglers, brains, brass, and brilliants; bunnies, bar-flies, bridegrooms and B-girls; bridge-builders, bridge-fitters, bridge-players, bridge-jumpers.

Chicago: city of is, and was, and will be; skyline of large and small, old and new, bright and dull, colorful and drab.

Chicago: something for all, and all for something — for the ever-changing heart of America and the ever-changing skyline of man.

REFLECTIONS

by Teresa Kasprzycki

As I turned slowly and peered off into the distance, the realization came to me that I was completely alone. I sensed motion nearby and perceived a multihued object whiz by. It came and went without even deigning to notice my existence, thus underscoring my isolation. Its very passing, however, posed a question: What was I doing here? The question seemed to hang in the air even after the form hissed impersonally by, its hard lines and smooth planes finally fading off into the grayish half-light in the distance.

This question nibbled gently at my mind as I ambled on, surveying my surroundings, searching for impressions. The pulsating thrum in the air filled all the shadowy recesses of this inhuman place. It was implacable, inescapable. The sound seemed to be incorporated into the very fabric of my environment, mirrored visually in the grayish shapes regularly spaced in rows all the way to the horizon. Occasional staccato flickers of light and motion served only to remind me that I was the only person here.

A green haze pervaded the air and washed me in its glow. It seemed to transform my very clothes and skin into something drab and squalid. The illumination was not uniform in intensity, but nearly so, and was not emanating from a single spot. Rather, it glared from a series of sources at regular intervals, strung out in dashed lines parallel to the rows of gray shapes, sometimes hidden by them. There were no shadows — or, there were shadows only . . .

Visibility upward was limited to several feet by a dense, dirty gray cover. In fact, looking up was like looking down, with the exception of the puddles of liquid at my feet that did not appear overhead. If everything were inverted, it would hardly be noticeable.

The landscape is static, its immobility broken by no disturbance. The occasional flickers and motions serve only to underline its unchanging uniformity. My passing here appears to make no difference, leaves no traces, no "footsteps in the sand," transient as those may be. I am powerless here, unable to change anything. This is not a place for people. The barrenness, the unyielding hardness, the sharp, straight lines, the monotonous featurelessness and indifference all accent the fact that humans are superfluous here.

So, what was I doing here? Nothing. I turned and walked back to my conveyance. I entered. I seemed more secure, now that I had isolated myself from the isolation outside. Things seemed to fit much better now as I joined the other cars driving up the ramp into the sunshine, away from lower Wacker Drive — "The Emerald City."

FOOTNOTES

1. Olive S. Foster, **Illinois: A Students' Guide to Localized History** (New York: Teachers College Press, 1968); William L. Burton and Victor Hicken, eds., **Studies in Illinois History** (Macomb: Western Illinois University, 1966).

WRITING LEARNING ACTIVITY PACKETS WITH PERFORMANCE OBJECTIVES

by G. Galin Berrier

Social studies teachers in Illinois have been hearing a great deal lately about the need to adapt their teaching to some form of individualized instruction. They are also being asked — if the directives emanating from the Office of the Superintendent of Public Instruction are to be taken seriously — to re-think their teaching aims in terms of some kind of behaviorally-stated performance objectives. Predictably, classroom teachers often respond that their professional preparation has left them ill-equipped to undertake such tasks, and that in any case there is little time in the typical teaching day for such ambitious and time-consuming endeavors.

One possible approach to this problem is a summer workshop, such as the one I organized for eight United States History teachers from various high schools in Township High School District 214 during the last two weeks of June, 1973. We spent approximately one-half of our time during the first four days of the workshop learning how to write behaviorially-stated performance objectives by working together through Units 1 through 5 of "Designing Effective Instruction" (available from General Programmed Teaching, San Rafael, California 94903). These included differentiating between cognitive objectives and affective objectives, understanding and using the main components of an objective (behavioral terms, conditions, and standards), classifications of objectives (verbal, discrimination, and motor performance), and writing criterion tests. The remainder of our time was spent working, both individually and together, on Learning Activity Packets.

A Learning Activity Packet — or LAP — is "a self-contained set of teaching-learning materials designed to teach a single concept or idea and is structured for individual and independent use in a continuous progress school program."[1] Our LAPs centered on such topics as free speech, intolerance, cultural superiority and expansion, the South as a "conscious minority," the influence of geography on American colonial settlement, fact and fiction about the Plains Indians, and feminism in American history. My own LAP, concerned political courage — which seemed to me to be a timely topic in this the Age of Watergate!

All of our LAPs shared the same basic format: (1) a statement of the basic concept and sub-concepts to be taught; (2) a list of performance objectives; (3) a pre-test; (4) a series of lessons or "learning strategies;" (5) a post-test; (6) an optional "quest activity" for more highly-motivated students; (7) an evaluation form with which to obtain student feed-back in order to revise and im-

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prove future editions of the LAP; and (8) a list of resources for the teacher.

The basic concept for my LAP on political courage was stated as follows: "Political courage consists of the willingness to act in the national interest on a public issue against the wishes of one's constituents, even at the risk of defeat at the polls in the next election." The various sub-concepts included the following:

1. Acts of political courage are inhibited by pressures on public officials to be liked, to be re-elected, and to accede to the wishes of special interests.

2. Impeachment is the formal accusation that a public official has committed "high crimes and misdemeanors." It is similar to the indictment of an ordinary citizen by a grand jury. It does **not** mean he has been tried and found guilty of any wrongdoing.

3. A protective tariff sets relatively high duties on goods imported from other countries. Its purpose is not to raise revenue, but rather to provide a measure of protection for domestic industries by raising the cost of competing foreign goods.

4. An **ex post facto** law is one which makes crime and punishment retroactive. That is, it punishes a person for committing an act that was **not** a crime at the time he committed it.

5. Politics in America after the Civil War and Reconstruction was not conducive to the development of political courage. Instead, it was characterized by (a) a close alliance between business leaders and politicians, (b) a mediocrity of leadership in politics on all levels, (c) graft and corruption on a large scale in government, and (d) no significant differences between the two major parties.

6. Political honesty is related to political courage, and consists of political capacity rather than personal morality.

7. The Nuremberg war crimes trials arose from the conduct of the leaders of Nazi Germany during World War II and raised difficult and as yet unresolved questions about what constitutes impartial justice.

This list of major concept and sub-concepts is designed for the use of the teacher only, and is **not** reproduced for student use. The student has all the guidance he needs from the list of performance objectives and from the lessons themselves. If the student **does** have a copy of the concepts, he may be able to "answer" the questions in the lessons without going through the desired learning activities.

However, it is important that the student be given at the outset a list of the performance objectives for the LAP so that he knows exactly what performances are expected of him. These objectives specify both the conditions and the degree of accuracy to be expected:

1. Having read Chapter 1 of John F. Kennedy's book **Profiles in Courage**, the student will list with 100% accuracy the **three** pressures on public officials which tend to inhibit courage.

2. Having viewed the slide-and-tape program "Politics in the Gilded Age," the student will list with 100% accuracy the **four** characteristics of politics during this period.

3. The student will answer with 100% accuracy criterion test items on the concepts of impeachment, protective tariff, and **ex post facto law.**

There are other performance objectives, including some which are **affective** in nature:

8. Students will voluntarily read other chapters in **Profiles in Courage** in addition to those specifically assigned.

Since affective objectives are designed to evaluate the students' attitude toward or enthusiasm about the subject, they are **not** included in the list of performance objectives given to the student in advance. Affective goals tend to appear much more nebulous than cognitive goals, but they are too important to be left entirely to chance. It is possible to identify visible performances to use as acceptable indicators of internal behavior. But if these goals are made too explicit to the student, he may feign interest or enthusiasm where none exists; he may be interested in and enthusiastic about a better grade rather than about the subject itself!

The first lesson in the LAP is introductory in nature:

LESSON I

INTRODUCTION: WHAT IS POLITICAL COURAGE?

When you hear the word "politician", what's the first thing that comes into your mind? "Crooked"? "Devious"? It's probably not a favorable picture that forms in your mind when you hear the word, is it? The word "statesman", on the other hand, has a much more favorable connotation.* "Statesman" seems somehow to suggest someone above mere "politics", doesn't it? President Harry S. Truman once said that "a statesman is a politician who's been dead fifty years"! Perhaps he meant by this that actions taken in the heat of the moment—actions that are politically controversial —can't be viewed calmly and dispassionately until many years later, after the clamor has died away and a new generation of politicians takes the stage of history.

It often seems that those political leaders who are most controversial in their own time are also those most likely to be regarded as "great" by succeeding generations. One thinks, for instance, of such presidents as Andrew Jackson, Abraham Lincoln, Franklin D. Roosevelt—and Harry S. Truman himself. Of course, many would

*Connotation: The suggested meaning of a word apart from its explicit meaning: "information has a good connotation, while "propaganda" has a bad connotation.

say that Truman doesn't really belong in the same league with "Old Hickory", "Honest Abe", and F.D.R., but even his critics will usually give Harry credit for **political courage—for his willingness to do what he believed was in the best interests of the country, even if it was very unpopular with a majority of those who elected him.** Think of the uproar when Truman "fired" General of the Army Douglas MacArthur as our commander in Korea in 1951! Regardless of who was right and who was wrong in that controversy, it took **courage** for the President to take the political action he did.

When we elect a public official to office, what do we expect of him? Do we expect him to be wiser than we are, and better informed? If so, then he must be the "expert" who knows best. Or do we expect him to accurately and faithfully reflect the views of his **constituents**** as indicated by letters or newspaper opinion polls? If this is what we want, then he doesn't have to be any wiser or better informed than we are, does he?

Think about this question, and discuss it with your teacher before proceeding with the rest of this lesson.

Now, read Chapter 1, "Courage and Politics", in John F. Kennedy's prize-winning book, **Profiles in Courage** (pp. 1-18). Then write answers to the following questions:

1. What are the **three** pressures on public officials which, according to Kennedy, serve to inhibit or prevent acts of political courage?

2. How does Kennedy answer the question we posed about whether a public official should exercise his own judgment or simply record the wishes of a majority of his constituents?

* * *

Before beginning the first lesson of the LAP, the student should take the pre-test to determine how much he already knows about the concept to be explored. The pre-test for this LAP called, for instance, for brief definitions of the sub-concepts impeachment, protective tariff, and **ex post facto law**. They are considered further in the second lesson:

LESSON 2

DEFINITION OF TERMS

Before we consider three case studies in political courage, there are some terms you will need to know. Edmund Ross was involved in the trial of **impeached** President Andrew Johnson; Grover Cleveland's act of political courage in vetoing veterans' pensions also involved the **protective tariff**; and Robert A. Taft believed the Nuremberg war crimes trials violated the constitutional prohibition against **ex post facto laws**. Using your United States History textbook—and particularly the **Index**—write a complete

**Constituents: Those who elect a representative to a legislature or other public body.

BEST COPY AVAILABLE

but concise definition, **in your own words**, of (1) impeachment, (2) protective tariff, and (3) **ex post facto** law.

Now, answer the following questions:

1. Since President Andrew Johnson was impeached, why was he allowed to complete his term of office?

2. If the rates of a protective tariff are higher than those of a revenue tariff, why is it that a revenue tariff brings in more money to the U. S. Treasury?

3. The law making the murder of a President a Federal offense was passed August 28, 1965. Why couldn't Lee Harvey Oswald (had he not himself been killed by Jack Ruby) have been tried and convicted under this law?

* * *

In the post-test, administered at the end of the unit, mastery of these sub-concepts is tested by the following items:

1. Impeachment of a public official means the:
   a. issuance of an indictment by the U. S. Supreme Court
   b. bringing of formal charges by the House of Representatives
   c. filing of formal charges by the U. S. Attorney General
   d. trial on charges of wrongdoing by the U. S. Senate

2. A **protective tariff** is a tax on goods:
   a. produced by American industry to raise revenue.
   b. imported from abroad to raise revenue.
   c. imported from abroad to encourage domestic industry.
   d. produced at home to encourage domestic industry.

3. An **ex post facto law** is one that:
   a. declares a state of martial law in case of rebellion or insurrection.
   b. punishes an act committed before the law against it was passed.
   c. authorizes arrests without warrants or writs of habeas corpus.
   d. punishes a person without formal indictment or judicial trial.

* * *

Lesson 3 in the LAP is based on Chapter 6 in **Profiles in Courage**, while the fourth lesson is based on the film "Edmund G. Ross" in the **Profiles in Courage** television series. Lesson 5 is based on a locally-produced slide-and-tape program on "Politics in the Gilded Age," while Lesson 6 is centered on Benedetto Croce's brief essay, "Political Honesty".[2] Lesson 7 involves the film "Grover Cleveland", also from the **Profiles in Courage** series, and the eighth les-

son is based on a reading assignment about Cleveland.[3] Lesson 9 goes with the film "Trial at Nuremberg", while Lesson 10 is based on a short reading dealing with the Nuremberg war crimes trials.[4] The eleventh lesson is based on Chapter 9 in **Profiles in Courage** and the twelfth accompanies the **Profiles in Courage** film "Robert A. Taft." The concluding lesson goes with Chapter 11, "The Meaning of Courage" in Kennedy's book.

Following the post-test for the LAP is this optional "Quest Activity":

"Now that you have completed the post-test on this LAP, we hope you will be sufficiently intrigued by the concept **political courage** to attempt your own 'profile in courage'. It is easy enough, it seems, to find examples of public officials today who lack courage, integrity, or even simple honesty—the newspapers are full of them! But is this the whole story—or even the most important part of it?

"John F. Kennedy gives some other examples you might like to pursue further in **Profiles in Courage**, Chapter 10, "Other Men of Political Courage", (pp. 193-207). How about Representative Jeanette Rankin of Montana, who voted against declaring war both in 1917 and 1941? Wayne Morse of Oregon opposing the war in Vietnam? Or Paul Douglas of Illinois defending it? Charles Percy opposing President Richard Nixon's Supreme Court appointees? Or Governor Richard Ogilvie's sponsorship of a state income tax for Illinois? Perhaps you can come up with an even better example!"

* * *

All eight of our LAPs were reproduced by the district and made available to all United States History teachers in Township High School District 214's eight high schools. We hope they will experiment with them, improve upon them, and use the format to develop even better LAPs of their own. A true individualized instruction program in United States History will depend upon the development of a large number of LAPs available to students. But even if this does not happen, the two-week workshop was nevertheless a valuable learning experience for the participants, all of whom profited from the exchange of ideas with each other. All agreed that they would encourage colleagues from their own schools to participate in a similar workshop in the future.

FOOTNOTES

1. The quotation is from a LAP on "How to Prepare a Learning Activity Packet" by Allan A. Glatthorn and Gardner A. Swenson, revised and edited by Chris G. Poulos and Dennis E. Rens. It is available in unpublished form from Westinghouse Learning Corporation, P. O. Box 30, Iowa City, Iowa 52240. It served as the model for the basic structure and format of our LAPs.
2. Reprinted in Russel Nye (ed.), **Modern Essays** (Chicago, 1953), pp. 272-275.
3. From Richard Hofstadter, **The American Political Tradition and the Men Who Made It** (New York, 1948), pp. 179-185; Chapter 7, Part IV, on Grover Cleveland.
4. Handout 23, "The Nuremberg Trials", to accompany Chapter 26, Section 2 of Curry, Sproat and Cramer, **The Shaping of America** (New York, 1972).

SUGGESTIONS AND TECHNIQUES FOR INDIVIDUALIZING YOUR PRIMARY GRADE SOCIAL LEARNING SKILLS PROGRAM

by Kevin J. Swick

It is now common place for primary grade schools to individualize their mathematics, reading, language arts, spelling, and science programs to meet specific needs of each child in the school. Unfortunately, these same schools are often reluctant to individualizing social learning programs. The arguments put forth as a rationale for not individualizing social learning are: (1) the subject matter of social studies (and specifically social learning) is too nebulous to codify, (2) the social learning process is too complex to assess at an individual level, (3) the scope of social studies programs is so broad that to individualize the curriculum would by necessity eliminate important subject matter, and (4) an individualized social studies program would by definition be detrimental to the major purpose of social studies which is to promote "social living" and "social study" habits and skills among learners.

Could it be that those who argue against individualized social studies and social learning programs do not understand the concept of individualization. For example, subject matter specialists in any field of study would agree that no school program can accommodate the entire field of study of the respective field or discipline. Most subject matter specialists would agree that school programs in any field of study can present the major concepts and topics of that field to individual learners while allowing room for smaller and greater coverage of the material according to the needs of each learner. In the same respects subject matter specialists and learning theorists would assert that although the social learning process is indeed complex, it can be organized and presented to accommodate the different needs and learning patterns of individual students.

The social studies and social learning program can be individualized throughout the school curriculum. For example K-12 curriculum can be organized into three broad skill categories: social science skills, social study skills, and social learning skills. Each of these skill areas can be individualized according to major concepts, study techniques, and learning behaviors needed for students to function effectively in a changing world society. Diagram A presents such a K-12 individualized social studies model.

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Diagram A

A K-12 Individualized Social Studies Model

I. Social Science Skills
   - A. Historical Skills
     1.
     2.
   - B. Sociological Skills
     1.
     2.
   - C. Psychological Skills
     1.
     2.
   - D. Political Science Skills
     1.
     2.

II. Social Study Skills
   - A. Observation Skills
     1.
     2.
   - B. Critical Thinking Skills
     1.
     2.
   - C. Reference Study Skills
     1.
     2.
   - D. Vocabulary Development Skills
     1.
     2.

III. Social Learning Skills
   - A. Self Concept Skills
     1.
     2.
   - B. Family Identity Skills
     1.
     2.
   - C. Community Identity Skills
     1.
     2.
   - D. Expanding World Identity Skills
     1.
     2.

Clearly the format presented in Diagram A is only indicative of one way to individualize the social studies program. Indeed, the sketch presented in Diagram A can be elaborated upon or modified to meet the individual needs of a specific school district. More specific formats can be used in each of the social studies skills

areas. And specific grade or phase levels can be accommodated with further development of this model.

For example, the social learning program at the primary grade level might utilize an individualized skills social learning sheet to record individual progress in this skill area for each chld. An example of this technique is presented in Diagram B.

Diagram B

Individualized Social Learning Progress Sheets

Child's Name ..... Grade-Phase Level .....

Social Learning Area	Skill	Teacher Assessment Comments
I. Self Identity	A.	
	B.	
	C.	
II. Family Identity	A.	
	B.	
	C.	
III. Community Identity	A.	
	B.	
	C.	
IV. Expanding World Identity	A.	
	B.	
	C.	

The format presented in Diagram B. provides the primary grade teacher with an individualized system of assessing the social learning skills of children without imposing a set of pre-determined criteria for conducting such assessment. Individualized instruction is not a system where each child must progress through each learning component the same way or in the same order. Individualized instruction is not an instructional procedure where learners study alone and are isolated from their peers. Rather individualized instruction is a procedure for organizing the school and classroom in such a way so as to meet the individual needs of each learner.

HUMAN VALUES THROUGH HUMANITIES

by Richard L. Clark

The Beginning

Our team taught Humanities course was born six years ago when two of us with strong backgrounds in history and English brainstormed over coffee and smoke in the teachers' lounge at Ottawa High School, Ottawa, Illinois. Ottawa is a factory and farming town of 20,000 located at the confluence of the Illinois and Fox Rivers, 75 miles south and west of Chicago and 15 miles from Starved Rock State Park. Our school was rather traditional in its offerings, so when we first conceived the idea of crossing departmental lines of music, art, history, and English, plus initiating the team teaching concept, we probably seemed like academic Quixotes for our environment.

We were philosophically convinced, however, that much of what we taught was pigeonholed knowledge, and we wanted to break those bounds to show the interrelatedness of subjects. Bringing separate subject matter pursuits together would better enable a student to understand himself, his morals, his culture. We further believed that the pupil could prepare himself better for the use of leisure time if he were knowledgeable about the arts.

Because of my experience using the thematic approach with accelerated classes, I believed that this approach over chronological, historical, types, or great ideas, was what might be successful. After a summer of planning, a year of visiting Humanities programs, and lots of borrowing and formulating, we decided we were ready to organize "our" course.

Staffing

The next step was gathering five or six teachers who might get excited about our Humanities proposal. We, along with interested teachers and administration, decided that persons from art, music, English, history, and someone from our media center would compose our team. We worked always with the basic assumption that no one person could be expected to have such a wide range of interests or background preparation to alone handle an interdisciplinary approach. Nevertheless, we wanted most team members to be able to teach at least two subject matter areas in order to encourage stimulating and effective "teaming." The mix and overlap is good for us, and we continually stimulate one another.

Currently, our team consists of the director, Richard Clark, teaching in areas of English, history, and philosophy, with strong interests in art; John Fisher, in art with a masters degree in pottery; Nancy Clark, in English, with strong music background; Ralph Tolle, in history with strong interests in anthropology; Ken

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RICHARD L. CLARK is director of team humanities at Ottawa High School, Ottawa, Illinois.

Inman, in history and English; Tom Fatten, in music with jazz interests; and Charles Hearn, head librarian in the media center.

Objectives

After the team was formulated we decided to operate within the system as much as possible but still do the innovating that we felt was necessary to achieve our ends.

The course objectives were, and still are, ones that we believed we could live with, not just something that would look good on paper.

1. This is a course in which "The proper study of man is man," where human values are a fit subject for study.
2. This course will include literature, art, music, and history. In keeping with the O.T.H.S. philosophy, "we feel that all fields of knowledge are interrelated and that every area can contribute significantly to each student's intellectual growth."
3. This course will provide an environment not for the elite, but for students of different abilities and interests.
4. The learning experience will be one that is arrived at inductively.
5. The aim of this Humanities program will be the development of attitudes, values, and judgments with freedom to act and react to new materials and ideas.
6. This course will give students who may enter rigid vocational programs in college or who may not attend college at all, the beginnings of a liberal arts education.

Organization

A smooth and successful course depends on constant attention to organizing students, teachers, and units. Our 100 plus enrollment, mostly seniors, find themselves at different times, in a large group, in four or more classroom groups, small discussion or project groups, or in small group or individual independent pursuits. The task is planning "who goes where, when, and does what, and for how long." The full year program is organized into six thematic units: Man and Adjustment, Man and Nature, Man and Religion, Man and Humor, Man and Love, and Man and Technology. Within each unit, then, we plan "rotations." For example, when Group A is in music for six days, Group B is in English, C in art, and D in history. At the end of six days the groups rotate to different subjects, teachers or teams, and locations. The "rotation schedule" is broken up with such large group activities as films, speakers, field trips, or media presentations. Occasionally a whole rotation will be scheduled for the large group together. Each student earns a grade for each rotation, and these are channeled to the master gradebook and averaged for a grading period. All planning and coordination is facilitated by the team meeting in a common conference period, a "must," we feel for any team operation of this size.

The Program

Man and Adjustment appropriately leads off the year. The number and intensity of human adjustments at the teenage time of life concerns every student, and these they ponder in small groups discussions and essays. Moreover, they are making adjustments to an entirely new set of procedures and responsibilities in their Humanities course. For most students, Humanities represents the first exposure to team teaching, large group instruction, thematic organization, the absence of semester exams, and increased individual responsibility. All of these course adjustments are discussed in the first two or three days of the course, and the question, "What is Humanities all about?" is clarified by the team as well as by Clifton Fadimon in the Encyclopedia Brittanica film "The Humanities: What They Are and What They Do."

Students consider adjustment within a literary framework by reading Theodore Rubin's **Jordi—Lisa and David.** The life and work of Vincent Van Gogh is used as a case study of the problems faced by artists and others with creative ability, who often are not understood or appreciated by their contemporaries. Music as a means of adjustment is also examined. Students observe the ways man uses music to express his emotions and concerns, such as happy music or protest songs. They are introduced to sounds of instruments and elements of music.

A multi-media presentation created by the art instructor and based on the song "Vincent" from Don McLean's **American Pie** album provides a link between music and art (also poetry) in the study of Vincent Van Gogh. A historical perspective is added as students read and discuss John F. Kennedy's **Profiles in Courage** and consider the adjustments of heroic figures in the United States Senate who were faced with moral dilemmas in the course of their duties.

Field trips and guest speakers frequently supplement the unit programs. The coming adjustment for many from high school to college is considered in a field trip to a local junior college, Illinois Valley Community College. A representative from the same college has also come to talk with our Humanities students at the high school.

The Man and Nature unit includes a field trip to the nearby LaSalle County Environmental Center for a slide presentation and nature walk. We were also toured and lectured at the Illinois Power facility at Hennepin, Illinois. An expert in ecology from IVCC spoke to the group about pollution. In the classroom, students study Thoreau and Emerson as conservationists and environmentalists, and consider the various relationships of man to nature through selected poetry. In art they create collages and montages and deal with such artists as Winslow Homer, Renior, Monet, Manet, and Audubon. Used throughout the year and not only in the Man and Nature unit is a series of booklet publications, often with filmstrips, entitled **Art and Man** published by Scholastic.

A unique resource at Ottawa High School is an extensive collec-

tion of works of art, over 500 items, mostly paintings and sculpture, which are displayed in the hallways and represent a wide variety of periods and styles. The collection is used in a variety of ways in relationship to art rotations.

Music includes such programmatic pieces as Ferde Grofe's "The Grand Canyon Suite" with filmstrip and "The Pines of Rome." Students create their own programmatic music using nature sounds. A historical survey of the environmental issue touches Lincoln, who created the first park districts, and Theodore Roosevelt, who had active environmental concerns; and our contemporary environment problems are considered seriously.

The study of Man and Religion includes such materials as the drama based on the 1925 Scopes Trial, "Inherit the Wind" by Lawrence and Lee; **Religion in a Secular Age** by Cogley; and the filmstrips on "The World's Great Religions" put out by Time-Life.

Student involvement may involve several kinds of projects. Some students studied and interviewed local people to find out about some religious dominations least represented in the community. They reported in panels on the Salvation Army, Jehovah's Witnesses, Mennonites, Mormons, and Christian Scientists. Other students were assigned to work in small groups to construct a religion that would relate to the universal questions that religions respond to in all societies, and to write a brief "holy book" that would correspond to this hypothetical faith. Students have visited local churches, a synagogue in LaSalle, Illinois, and on one occasion a Buddhist temple in Chicago. Such visits consider the history of the particular religion and the role of art and architecture in religious buildings. Annually students and community religious leaders involve themselves in a two day panel discussion for the entire group. One major creative group accomplishment was the student's own voluntary production of segments of the rock opera "Jesus Christ Superstar." Transparencies of the lyrics were flashed on an overhead projector, and the art teacher prepared slides to accompany the whole opera. This year students are preparing their own updated version of the morality play **Everyman**.

Art pursuits include examining works of El Greco, Michelangelo, and also Rembrandt, in terms of his historical relationship with the Jews of Holland. Salvadore Dali is another contemporary artist whom students seem to get particularly excited about. After a study of architecture and art of great cathedrals, students create their own stained glass windows from tissue and construction paper.

Speakers in this unit have included a Jewish rabbi; J. C. Sullivan, a convert to Christianity who formerly served as a driver for the notorious Bonnie and Clyde gang; and a professor of religions from Illinois Wesleyan University.

Music sections consider the religious forms of the past, chant and plain song; the role of music in religion, and the trend in popular songs for religious expressions.

The song "Who Will Answer?" recorded by Ed Ames became

the basis for a multimedia presentation developed by one team member with student participation. The song portrays a confused mind searching for answers to age-old questions; the poetry and music finally imply that religious faith is a powerful answer. After studying the poetry of the lyrics by Sheila Davis, discussing the potent ideas contained in the song, and examining the musical effects and form, students and their instructor spend hours searching for pictures to illustrate the lyrics line by line. Students helped photograph selected pictures to be made into slides, and the instructor organized and synchronized them with a tape recording of the song. The result was an extremely powerful audio-visual message. This plan of creating our own media presentations has proved stimulating to the team, and there are plans by other teachers to create more.

Following the Man and Religion unit, we lighten the content with Man and Humor. W. C. Fields, Laurel and Hardy, Charlie Chaplin, and others brighten our movie screens. Leonard Bernstein's **Humor in Music is** spotlighted. **The Lighter Side** published by Scholastic serves as a basis for forms of humor. Included in a historical survey of comedy in the United States is the role of the political cartoonist and political satire. Students have been involved in various projects. One student, a cartoonist himself, made classroom presentations; two boys put together a filmstrip on the history of the comic book; another pair made a sound track and analysis of laughs; small groups created and staged slapstick comedy skits; some wrote humorous captions for baby pictures.

The Man and Love unit sees students reading, discussing, and reacting to Eric Fromm's **The Art of Loving** and distinguishing among kinds of love; filial, sibling, romantic, erotic, religious, patriotic, self-love, and humanitarian love. The latter is considered through examination of Albert Schweitzer's philosophy in **Reverence for Life.** Groups conduct a search for pictures and photos which illustrate not only the kinds of love specified, but also their direct antithesis, such as violence, brutality, neglect, and loneliness. Edward Steichen's **Family of Man** book of photographs is a stimulating resource in this regard. Questions like "When does love end?" have been dealt with considering the emotional problems of men and women facing various end-of-love crises. Poetry and prose selections are presented from **Love** from McDougal-Littel's Man Series.

We attempt in our Man and Technology unit to show the history of technology, but most of our thrust is centered on what technology has done and is doing for and to us. In art we deal with the Bauhaus school of artists, who were known for their adaptation of science and technology to art and for their experimental use of metal, glass, etc. in buildings. Also examined are the building innovations of Frank Lloyd Wright and the mind-expanding ideas of F. Buckminster Fuller. Music uses electronic music, computer creations, and tape music to show the technological impact on this art form. The history and English sections read and discuss **The Greening of America** by Charles Reich, **War and Peace in a Global Village** by

Marshal McLuhan, and a book titled **Age of Technology** put out by Encyclopedia Brittanica. Local industry has been happy to host field excursions relating to this unit.

Student Projects

While students gain the advantage of exposure to the special talents and personalities of all the team members, a personal touch is added by each student choosing one member as a project advisor at the beginning of each semester. Individual conferences between students and their advisors are a frequent occurrence in regard to the semester projects required of all students in lieu of semester exams. One of the primary purposes of assigning these projects is to encourage individual creativity.

Nearly any kind of project is considered appropriate but must be approved in advance by the advisor. Students are encouraged to relate their projects to one of the course themes. The variety of projects submitted illustrates the flexibility of the program and the imagination of the students. Macrame hangings, hooked rugs, ceramics, paintings, diorama, models, photographic displays and slide/tape synchronizations are among the individual projects completed. One girl, with no previous experience, designed and made a full length gown. A boy, inspired by the architecture of Frank Lloyd Wright, constructed a model of a home designed to complement the physical environment of a chosen home site. A pair of students secluded themselves in nature and with minimum provisions "survived" for three days, keeping diaries and photographic records.

The Evaluation Process

It is part of the team's philosophy to evaluate the effectiveness of the instruction and the course itself with an eye toward improvement. At the end of each semester our students take a questionnaire. This instrument, which our team designed, evaluates the course on the achievement of the six course objectives, our use of the library, the relevance of our field trips, and semester projects. It leaves room for comments and suggestions.

The second major area of evaluation is teachers. Each teacher receives from each of his students a survey, ranking his performance in twelve areas: knowledge of subject, clarity of explanations, fairness, classroom control, attitude toward students, ability to stimulate interest, enthusiasm for the subject, attitude toward student opinions, encouragement of student participation, sense of humor, planning and preparation, and assignment policy.

A third major evaluation has come obliquely from administration who from time to time have gone on various field trips, listened to our guest speakers, or who have sat in classes or listened to us explain to our visitors about what takes place. Our peer professionals and school board members, too, have given us evaluative input. When our program was selected for the publication "Profiles of Promise," an ERIC/SSEC booklet, publicity attracted many outside visitors, who have commented and helped us with evaluation.

Probably, however, the greatest source of evaluation is the critical look that we take at ourselves and our course. Because we meet daily in a common conference hour, the opportunity is there for continued self-examination. Our monthly evening meetings also lend themselves to improvement because we invite students to make suggestions and help us with planning. Evaluation is ongoing; we feel that our supervisors, our peers, and our students become our tools for improvement.

"AN INDIVIDUAL PROGRAMMED INSTRUCTIONAL EXPERIENCE IN AFRO-AMERICAN HISTORY"

By Wm. Ray Heitzmann

Two areas of recent interest in education are the teaching of Afro-American studies and the individualizing of instruction. Afro-American History has been either integrated in present American studies courses or taught as a separate course in most secondary schools. Individualizing instruction can take many forms: a teaching machine, a commercially produced programmed textbook or a teacher-made unit. It enables the student to proceed at his own rate while being responsible to a degree for his own learning.

Desiring to permit students to study the contributions of Black Americans, I chose to write a unit where students could work at their own rate to achieve the units cognitive and affective objectives.* Essentially what was done to provide a structure containing alternatives for the students.

The content was divided into five subject areas:

Part I — "Africa the pre-American experience" and **"Negro Views of America"** (a pamphlet from the public issues series — Harvard Social Studies Project) by Oliver and Newman.

Part II — "Immigration to the Civil War"

Part III — "Civil War and Reconstruction"

Part IV — "The Twentieth Century" and **"The Negro in America"** (a pamphlet written by Maxwell S. Stewart published by Public Affairs Pamphlets.

Part V — "The Present"

Each student in the class received a packet containing the title of each sub-unit, under which was listed a series of questions to be answered by the student. This was followed by a list of resources where students could find the answer to the questions. These resources were of various types — books, articles, periodicals, pamphlets, legal decisions, filmstrips, speeches, sketches and even a calendar.

The following is an example of Unit II.

"IMMIGRATION TO CIVIL WAR"

Questions:

1) Who was Crispus Attucks and what part did he play in the American Revolution?

*In addition I was interested in experimenting with this teaching method to discover its usefulness as an instructional strategy.

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2) In what ways did Afro-Americans participate in the American Revolution?
3) What effect did the Northwest Ordinance have upon slavery?
4) How did the Constitutional Convention of 1787 treat the slavery question?
5) What was the accomplishment of Richard Allen?
6) How did Eli Whitney feel about his invention?
7) What effect did his invention have upon the growth of slavery and "King Cotton."?
8) Slave life on plantations varied widely, as did descriptions of slave life. Compare the various descriptions of plantation life — Sir Charles Lyell, Frederick Douglass, Booker T. Washington, Captain Basil Hall as well as the filmstrip description.
9) How effective do you feel the slave catechism was in controlling the slaves?
10) What was the "Underground Railroad" and how did it work?
11) Why was Harriet Tubman called the "Moses of her People"?
12) Read and describe the "Dred Scott Decision."
13) What effect did the Dred Scott Decision have on North-South relations?
14) What was the book **Uncle Tom's Cabin** about?
15) What is meant by the expression "Uncle Tom."
16) What effect did it have on the civil war?
17) What is meant by the term "abolitionist"? Explain the role of William Lloyd Garrison in the abolitionist movement.
18) Who was John Brown and what was his effect on the Civil War?

Resources:

Negroes in the Continental Army (Source: George Washington Papers. Library of Congress, LXXXII—Volume entitled 1778, "August 17-30." Abridged).
U.S. Constitution
Whitney Makes Labor Fifty Times Less (Source: Henry Steele Commager and Alan Nevins (Eds.) **The Heritage of America: Little, Brown and Company, Boston, 1958.** pp. 445-446).
An Englishman Describes His Visit to a Plantation (Source: Sir Charles Lyell) **Second Visit to the United States of North America** London: J. Murray, 1849.
Frederick Douglass Tells How the Slaves Lived (Source **Frederick Douglass, Life and Times of Frederick Douglass, Boston:** De Wolfe, Fiske and Company, 1892.)
A Sea Captain Describes Plantation Slavery—(Source: Allan Nevins (ed.) American Social History: As Recorded by British Travellers, Holt Rinehart, and Winston, Inc.: New York, 1931. pp. 154-156).
An Ex-slave Tells of his Childhood (Source: Booker T. Washington, **Up From Slavery,** New York: A. L. Burt Co.)
A Slave Catechism (Source: Frederick Douglass' paper June 2, 1854 from the **Southern Episcopalian,** Charleston, S.C., April 1854.
Uncle Tom Encounters Simon Legree (Source: Harriet Beecher Stowe, **Uncle Tom's Cabin** New York: Random House, pp. 414-417).
Uncle Tom Was No Uncle Tom (Source: Drummon Ayres, Jr. Syndicated newspaper column April 29, 1968.
Roger B. Taney's Opinion in Dred Scott v. Sanford
William Lloyd Garrison's "The Liberator"—The Liberator Number 1.
John Brown Comes "To Free the Slaves" (Source: Interview with reporter **The New York Herald,** October 21, 1859.
Filmstrip series—"The History of the American Negro"—McGraw-Hill Filmstrips II, III. Additional references—book shelf on Black History in the library containing materials such as John Hope Franklin's **From Slavery to Freedom** and several journals such as the **NAACP's Crisis.**

The classroom procedures were aimed at maximizing the students' freedom to proceed at their own pace utilizing any or all materials.

On the Friday before the unit began ten minutes of explanation about the idea and organization was given to the class. None of the students had ever experienced an instructional strategy like this as their learning experiences were somewhat more traditional.*

On the first day (Monday) of the unit each student received a packet which included one of the sub-units containing the questions for that unit as well as the references and resources needed for the answers. Most of the answers to a question could be found in several sources. For example a student with a reading problem may find it easier to read filmstrip subtitles than an excerpt from a book.

The class now obtained the location of the references and resources. Twelve copies were made of each document, biography, etc. and were placed in a folder. The folders were placed in five locations in the classroom on tables numbered for each sub-unit. All reference books were located on a special table set up in a corner of the library. The filmstrip series was kept at the library circulation desk. Students would sign out the specific filmstrip they wanted and view it on their own in a study carrel.

The students studied the sub-units in a logical order beginning their study with the sub-unit number corresponding to the row they sat in. That is, row one began with sub-unit one and then proceeded to 2, 3, 4, 5 while row four studied the sub-units in the following order: 4, 5, 1, 2, 3. This was done mainly because of financial considerations - duplication can be costly - so this organization was used to alleviate possible crowding and frustration problems which would interfere with the learning process.

The first day was rather noisy as they tested their freedom to move freely about the room, the halls and the library. However, most were able to answer some of the questions in their sub-units. Following completion of a sub-unit the answers were turned in to the instructor. The papers were graded and received an "A" if the answers were correct - in the case of incorrect answers - they were redone and re-submitted by the student.

Five weeks were alloted for the unit - which allowed for a sub-unit a week to be completed. One of the major advantages of individual study can also be a disadvantage. Most of the students finished the unit before five weeks had elapsed - a few finished after three weeks, some of the others at the beginning of the fifth week. These students then selected a topic of interest from Afro-American History which they researched and wrote a short paper (some students wrote several papers). For these they received extra credit

*This course was different from most in instructional organization and teaching techniques—it was a non-chronological approach to the teaching of American studies containing units such as Frontier History, The American Labor Movement, The Presidency, Urban History and Life. The class was a racially integrated group of twenty-nine students in a "non-academic program" (non-college bound). This organization and emphasis was chosen to maximize the motivational aspects and to make the course as relevant as possible.

toward their grades. Unfortunately a few students did not complete the units; they were able to complete the only three sub-units. These students received a grade of "B" for the unit.

The role of the instructor in an instructional strategy like this is initially to make the commitment to this approach and then to prepare the materials which is an exercise in research and duplication. Once the unit has begun the teacher serves as a consultant in that he guides and directs the student who becomes frustrated while trying to locate an answer.

The class met as a group only once to view an educational film — a biography of Booker T. Washington. There was a follow-up discussion of some of the questions from unit five (What are the advantages of a multi-racial society?) and other topics the class members raised for discussion.

The students enjoyed the unit very much and after the first few days were able to work independently very well. One criticism expressed was that several students wanted to work on their sub-unit for homework. During the unit the students usually wrote up their answers at home from notes taken in class. The students who worked on extra credit projects did use the local public and college libraries. From the point of view of myself as the instructor, I felt the students responded very well during the unit and enjoyed this approach. Undoubtedly part of it was the novelty or "Hawthorne" effect and the freedom to leave class "without asking" — go to the water fountain and then to the library to continue working. It is very important to work with the librarian to solicit her help in collecting resources and setting aside a working area, as well as informing her of the program.

I'm not sure an entire course set up on this basis would be desirable although some schools are doing it. In retrospect I should have pre-tested the class so as to measure cognitive and affective changes more precisely and I should have incorporated several group learning experiences where students would be able to interact on specific controversial issues related to the Afro-American experience. In addition I should have had more higher level questions of an evaluation nature. Planning and teaching courses like the one just described can be productive and enjoyable for both student and teacher.

INDIVIDUALIZED SOCIAL STUDIES THROUGH LITERATURE

By Patrick O'Donnell and Robert M. Lang

Knowledgeable educators would assent with the hypothesis that the instructional programs of the schools in the future will be as uniquely divergent from the present day schools, as they were different from the schools of the past. The citizen of the future in order to be a productive and contributing member of society must learn to solve problems we cannot now even imagine. It is the schools charge from society to teach students those skills which are essential to the problem-solving process. In essence, the outcome of today's education must be the ability of the students to adroitly "cope" with change.[1]

With the increased commitment of the nation toward the individual acquiring a fine education, the classroom teacher throughout these crucial years of transition, will be confronted with an awesome task of providing each student with individual learning experiences commensurate with his ability to learn.

What occurs throughout the teaching-learning situation cannot be ascertained; nonetheless, teachers have been identified as the incentives for the prodigious phenomenon which transpires. It is the teachers' knowledge of elaborately interrelated learning and teaching methodology, and cognizance of their students' uniqueness, that are the causation for their learning.[2]

Nowhere is there a greater need to identify individuals' learning abilities than in the junior high school. Here a personalized approach to learning is essential because at no other time in their academic career will there be a greater range of differences among students.[3]

Any classroom teacher who has teaching experience in the junior high school knows that whether the students are grouped homogeneously or not, they represent considerable variation in the ability to read and comprehend the required textbook material. This range of reading abilities and the assignment of one standardized textbook for a social studies course are obstacles which can prevent effective interaction between the students and the learning experiences.

The concept of multi-level reading materials for a course of study instead of one standardized textbook was corroborated by Carr in a survey conducted with social studies classroom teachers. In a similar study among social studies teachers, Allen avouched the same findings.[4]

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Furthermore, the writers believed the axiomatic statement, that most students have the competence and right to make significant decisions pertaining to their own learning, if they are provided appropriate leadership by their classroom teacher.[5]

Based upon the above concept of multi-level reading materials and students participation in decision-making, the following course of study was developed for the eighth grade social studies class of Patrick O'Donnell, for a nine week Colonial American History Course at Jane Adams Junior High School in Schaumburg, Illinois.

Supporting social studies in the area of American History, are many fine historical fiction novels. The overwhelming number of students when exposed to these writings, read these stories with a furor seldom observed with standardized texfbook materials. Well written historical fiction have delightful stories, splendid writing styles, as well as lively and authentic details depicting vividly to the students the colorful history of the United States.

However, the classroom teacher must exercise care in the selection of reading materials, to insure that the students have access to only outstanding literature. In addition, students should be encouraged not only to read well written books, but to be discriminating in their choice of reading matter.[6]

Since classroom teachers are responsible for the original selection of books provided in the course of study, the following suggestions are offered to assist in developing a suitable library. Also, modification to this list will enable the students to make additions to the library.

HOW TO SELECT HISTORICAL FICTION

1. Adequate (substantial) theme - idea of the story - what it is all about - sometimes implied in the title.
2. Lively Plot - action of the story - develops out of a strong theme. Students want heroes who have obstacles to overcome, conflicts to settle - difficult goals to win. The heroes exciting pursuit of these goals carry the student through action-packed pages. Adult fiction usually maintains interest with a strong theme and not as much action.
3. Characters - students will attempt to identify with the characters. Therefore, stereotypes are unsatisfactory. Characters portrayed with vivid realism will outlive the interest of the plot.
4. Distinctive Style - author's desired reading level predisposes a vocabulary which is comfortable to the student, however, at the same time, will be rich in description for maximum interest and pleasure in reading.

HOW TO SELECT HISTORICAL BIOGRAPHIES

1. Make sure that the historical figures are reflected honestly in their description. Typed characterizations such as Washington, evertruthful, Franklin, the thrifty are being disspelled.
2. Make sure that the juvenile biographies address themselves well to the reading and experience level of the reader. These biographies remain truthful, but circumspect in exposing the entire adult man to the reader.
3. Make sure that the vivid details span the experiences of historical figures. Amusing and memory-building antidotes recreate the figure for the students; idiosyncracies, peculiar habits, talents, spiritualism, and weaknesses.

It was essential that the students became knowledgeable in how to select a well written historical book, therefore, it was necessary to instruct them in the basic skills of how to read a book. Depending upon the reading level of the students, this introductory unit may vary from one day to several weeks.

HOW TO READ A HISTORICAL BOOK

1. The purpose of reading the book (enjoyment, diary, book report, questions).
2. Preview Book (Table of Contents, etc.)
3. Record information already known in subject.
4. How is the book organized? (Chapter, Unit, etc.)
5. Read (underline marginal notes).

   A. Student guideline questionnaire:

      1. What was the authors' treatment of his subject matter?
      2. How did the historical figure(s) react to basic human rights of life, liberty, and the pursuit of happiness?
      3. What was your opinion of the central figure?
      4. Did the chapter headings help the reader understand what followed in the chapter?
      5. How did the title relate to the book?
      6. If you had to shorten the book, what parts would you eliminate? Why?
      7. How difficult was the prose?
      8. Were the supporting characters well described? Were their personalities, problems, thoughts as well developed as those of the central figure(s)?

   B. Keep a diary while reading the books as sources of:
      1. Questions.
      2. Personal comments and insights.
      3. Points for discussion.

6. Acquired purpose for reading the book.

STUDENT EVALUATION OF A HISTORICAL BOOK

The students should be able to answer the following questions:

1. Did the book leave you with an added insight into your own problems and or the problems of other people?
2. Was the plot or action of the story absorbing? Did it add to your zest for living? Your feeling that life is good?
3. Consider the characters in the story: were they well-drawn, unique, unforgettable?
4. Was the style appealing and forthright? What elements (humor, beauty, suspense) dramatize the story best?
5. Open comments of the book.

TEACHER EVALUATION OF THE STUDENT

The following are suggested evaluation procedures:

1. Diary - personal reaction of the student, value judgment based on reasons, events, or characters from the story.
2. Individual Conferences:
   a. How did the book measure up to the students' expectation? The students should record an honest reaction in his diary.
   b. What questions were recorded in the personal diary?
   c. Was the vocabulary comfortable for the student?
   d. Were the characterizations of the historical figure(s) an inspiration for activities? (See question 4 below).
   e. What were some of the problems of this period? Did the major national or international problems affect the life of your main character?
3. Group Seminar:
   The group size should be approximately five students. Depending upon the book being read, schedule a seminar about every couple of chapters. During the seminar, each student should bring his diary, and be prepared to discuss the book; the activities listed below will be based upon the books discussed.
4. Activities:
   Behavioral activities were based upon the books that were read by the students. The students participated in dramatizations of scenes involving the characters and events. In addition, students were permitted to create fictional scenes if the events were changed but not the main character.

CONCLUSION

Individualizing social studies through literature was one of the most rewarding and fruitful learning-teaching experiences enjoyed

by the students. It identified separate learning levels and allowed for differences in progression for its students. Furthermore, multi-level reading materials increased the opportunity for in-depth study by the students of a specialized interest and emphasized the development of communication skills. Through the skillful application of this approach to learning, the social studies teacher should create a condition within the classroom that would nurture change and innovation in the instructional program. This climate would impel each student to become committed to self-direction, and to attain self-fulfillment.

FOOTNOTES

1. Roland Kratzner and Nancy Mannes. Individualized Learning for Middle School Pupils. **The Clearning House.** Vol. 47. No. 5. January 1973. pp. 280-283.
2. C. R. Foster. Current Challenges to Educational Leadership. **Phi Delta Kappan.** Vol. 43. December 1961. p. 107.
3. Roland Kratzner and Nancy Mannes. **Ibid.**
4. Edwin R. Carr. **The Social Studies.** The Center for Applied Research in Education, Inc. New York. 1965. p. 82.; Jack Allen. Corporate Expansion and Social Studies Textbooks. **Social Education.** March 1969. p. 289.
5. Romeo Marquis. Curriculum Development: Can Students Be Involved? **NASSP Bulletin** Vol. 57. No. 373. May 1973. pp. 127-131.
6. May Hill Arbuthnot, **Children and Books.** Scott Foresman, Chicago, 1964.
7. Strang, Phelps, Withrow. **Gateways to Readable Books.** Wilson & Company, New York, 1966.
8. Pilgrim and McAllister, **Books, Young, People, and Reading Guidance.** Harper & Row, Evanston. 1960.

C M M N C T N

by Wilma Lund

"Individualized instruction" is the package offered for sale in the educational setting of the seventies; however individualized instruction is not "a package deal". Any school system that attempts to adopt an instructional program developed specifically for another school and then proceeds to "drop the package into place" will encounter many difficulties.

If the same approach is used as in fitting a "missing piece into a jigsaw puzzle", this may be exactly what the program resembles. Educational change should be studied carefully by the administrators and faculty before a program is put into practice. If an individualized curriculum is chosen, the styles from which to choose are many; therefore, each school must weigh carefully what the objectives are to be and then adopt those which fit community needs. After the choice has been made, the development of a classroom climate suitable for individualization is an important priority. Lacking proper climate, the result is chaos.

Including a unit on communication between people is helpful to the students and teacher who may be "poles" apart in understanding the goals of the class. Following are some practical suggestions for implementing such a unit.

A modified form of the "Public Interview"[1] can be introduced. This is very useful during the first few meetings of the class. The teacher assumes the role of the person being interviewed. Options are open to the interviewee. These are: to answer the questions as clearly as possible or pass. The pass option is used if any question is asked which the person would rather not answer. One or two class sessions allow sufficient time for this activity.

Teaching listening skills is an objective which is seldom included in a social studies class although the development of this skill is important to a successful class. Without efficiency in using this skill, a student cannot function in an individualized setting. This skill is one which is used for a lifetime and must be practiced continually. Teachers who use a listening unit must re-evaluate it each year to meet the needs of their classes.

While participating in this unit, students should be taught that different levels of attention are necessary to use depending on the listening situation. When people listen for enjoyment, they practice "leisurely listening". If they attempt to understand the main idea,

1. Raths, Louis E., Harmin, Merill, Simon, Sidney B., **Values and Teaching**, Merrill Publishing Company, Columbus, Ohio, 1966, PP. 142-149.

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they listen "very carefully". If people ask for directions to a particular location or how to complete an assignment, they must practice "painstaking listening"[1]. Illustrations which allow students to practice each situation should be used to reinforce the understanding of each type of listening.

Visibility of the person with whom one communicates is something which each depends upon much more than one realizes. The "One-way and Two-way communication" activity[2] should be introduced to enable students to be aware of this dependency. The class is asked to choose the student whom they believe can give the most explicit directions. With this task finished, the student chosen is asked to stand outside the classroom door or to use the intercom and have fellow students reproduce the diagram which the teacher has now provided. The real difficulty is that students can not ask questions and neither the sender nor the receivers can tell if the task is being completed as given, thus one-way communication. Following this, a discussion of problems encountered should be held with the sender and receivers participating. "Two-way Communication" is then practiced. This is similar to the above exercise except the sender is visible to the receivers and questions may be asked clarifying the directions given.

During the early stages of the CMMNCTN UNIT, understanding patterns should be used to show students that this is the basis of people understanding each other when they are engaged in communication with one or more persons. As an introduction, the alphabet may be written on the board and a simple sentence can be added, "It is a beautiful day". Then write: "Id ou ring our extbooks o lass?" or any similar pattern which will act as a motivational technique for the class. Students will soon discover that the first letter of each word in the sentence has been omitted. Morse Code illustrates the necessity of undrstanding more complex patterns. Pig Latin is a form of verbal pattern understanding as is any cultural slang. On a "handout" a number of exercises can be developed such as:

1. I267C31A9N11T629B842E71L34I578E4V63E7I948A25T735E65T387H 21E67W4H543O39L62E135T68H246I3i2N793G.

2. TZDZY WZ ZRZ HZVZNG PZZZZ FZR LZNCH.

This exercise is a valuable tool in understanding thinking patterns of students and some creative students may wish to develop interesting pattern puzzles to test the mental acuity of their classmates.

Non-verbal communication is perhaps the most misunderstood method of communication practiced by humans. As an introduction for this activity, the class is asked to work in pairs who stand facing each other. Instructions are: "No one may talk or use gestures. Only facial expressions or body stances can be used. Think before

1. Warriner, John, **English Grammar and Composition**, Grade 8, Harbrace Co., 1965, pp. 431-442.
2. Pfeiffer, J. William, and Jones, John E., **Structural Experiences for Human Relations Training**, University Assoc. Press., P.O. Box 615, Iowa City, Iowa 52240 1969, pp. 13-17.

you react to the statement you are about to hear." Examples of statements which may be used follow:

1. "You are showing your report card at home and have received a failing grade in social studies class."
2. For the boys - "Dad says you may not have the new car for that big date tonight."
   For the girls - "You may not attend the big dance of the year."
3. The teacher said "there is a mistake in your social studies grade, it should have been an A!"

A round-table discussion will help as a follow-up device in these activities and provides an opportunity to discuss students' awareness of things which contribute to successful communication between individuals.

The time spent on this teaching unit can be as short as five days or as long as it takes to meet the intended objectives. Taking the time to include the "CMMNCTN UNIT" can make the difference between a successful year in the classroom and an unsuccessful one.

FOOTNOTES

The title of the article is "COMMUNICATION".
The patterns are: I CAN'T BELIEVE I ATE THE WHOLE THING.
Today we are having pizza for lunch.

INDIVIDUALIZING THE PREPARATION OF SOCIAL STUDIES STUDENT TEACHERS AT ILLINOIS STATE UNIVERSITY

by John F. McAteer

Since the spring semester of 1970, the professional education program for pre-service secondary level teachers at Illinois State University has focused primarily upon competency-based instruction.[1]

Students process at their own pace through a series of mimeographed instructional packages, grouped in a book called the Professional Sequence Guide. Mimeographed production facilitates ready revision. Each year the materials are modified to reflect necessary adjustments. As the term "competency-based" implies, students must demonstrate their grasp of specific material before progressing further through the program. Students achieve "merits" as their performance indicates a pre-determined and specified level of achievement. The value of a merit approximates the amount of classroom time which an average student would need to complete the required material in a more traditional instructional setting. The Professional Sequence offers eight semester hours for the student. Each semester hour equals forty (40) merits, so the Sequence program is completed when a student accumulates three-hundred and twenty (320) merits.

Illinois State University is but one of several institutions today utilizing competency-based instructional techniques to train teachers. A continuing series on issues and elements of Competency Based-Performance Based Teacher Education (CPBTE) is being published by the American Association of College Teachers of Education (AACTE). The January, 1974 issue of the **Phi Delta Kappan** offers a well-balanced perspective of the current state of CPBTE.

CPBTE and Training Teachers

Years ago as I processed through the education courses required for certification, an air of expectation surrounded each course: Was this the one which would teach me to teach? Would this be the professor who would "lay hands" upon me so I might acquire the skills necessary for teaching? My naive expectations were swallowed in the disappointment of learning that no such course, or professor, actually existed. I was informed that the student teaching experience would bring together all the loose ends and satisfy my need for a formula or prescription on "how to teach". Neither student teaching, formal university coursework, or several years as a certified practitioner fully satisfied my search for the required tools

1. A more detailed explanation of the I.S.U. competency program is available in the January, 1973 issue of the **Phi Delta Kappan**, pp. 300-302.

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and skills of a properly qualified teacher. Success was achieved in the classroom, rapport developed with the students, administrator and student ratings indicated a respectable degree of achievement, but the nagging doubt remained. Just what skills, moves, competencies, or awareness are practiced by the most effective teachers? Did I possess and utilize most, or any of them?

As with most teachers who enjoy a measure of success as indicated by their students, colleagues, and administrators, I was incorporating many of the basic teaching skills into my instructional efforts. However, the block of time courses taken during my preparation for teaching evaluated my effort on a normative basis, comparing my knowledge of skills and techniques with other members of my classes. Collectively we strove for letter grades. Little attention could be offered our competence in demonstrating an ability to use or practice the skills we were internalizing on the cognitive level.

Inevitably our student teaching experience was a struggle for personal awareness, ego satisfaction, and professional survival. Too little time was available for experimenting with the teaching skills we heard about in the preparation program. As a consequence, a prolonged period of trial and error ensued as we experimented with our students during the initial years of our professional lives. While good instructional practices were developing, perhaps bad habits were being created simultaneously. Unfortunately, we generally are deprived as classroom teachers of the one ingredient which is present in the student teaching experience to induce a measure of verification for our instructional practices, the presence of a supervising teacher. Without some form of periodic evaluation we might continue poor techniques for a lifetime, if not our own, certainly for those of the students.

CPBTE and Social Studies Teacher Candidates

Subject matter specialists are becoming more involved in CPBTE as the issue of accountability is raised in their particular sector. Pressure is being exerted to state program and course objectives, rationale for program requirements of majors and minors, justification for costs of research and instruction, and to assess instructional outcomes compared to operational costs. CPBTE encourages greater precision, or definition of intent or purpose which more readily facilitates success toward the aforementioned goals than a more traditional attitude which sufficed during less harried days. Subject matter specialists are being asked to identify those skills, elements of knowledge, attitudes, and competencies which help differentiate the liberally educated person from one not so prepared.[2]

The CPBTE program at Illinois State University offers the preservice candidate an opportunity to cultivate an awareness and to practice the use of teaching skills commonly found in successful

2. Michael F. Shaughnessy, Performance-Based Teacher Education And The Subject Matter Fields, American Association of Colleges for Teacher Education, Washington, D.C., June, 1973, PBTE Series No. 11.

teachers. The prospective social studies teacher has the option of processing through the teaching skills portion of the Professional Sequence Guide required of all pre-service candidates, or selecting an alternative set of materials which offer a duplication of skills, but which utilizes examples and terminology appropriate to the social studies.

The prospective teacher of secondary social studies preparing at Illinois State University who elects to process through the Social Studies Supplement of the Sequence must acquire 96 merits. Several of the learning activities enable students to proceed at their own rate, using self-instructional materials and passing prescribed tests. The remaining activities require a simulated teaching process which features lesson planning, consultation with a Sequence advisor, micro-teaching the planned lesson to three peers before a video-tape camera, peer and clinical professor critiquing, and re-teaching after modifications in the lesson have been effected

SOCIAL STUDIES SUPPLEMENT MATERIALS

These instructional activities consist of fourteen (14) separate proficiencies, 6 of which focus on specific teaching skills. The first eight packages lead to prerequisites for planning and are utilized in the subsequent six lessons which lead to teaching skills. A total of 96 merits are required to complete this particular portion of the Sequence.

***0201 General Model of Instruction** 5 Merits

In this activity the student is introduced to a theoretical model for instruction designed to offer skills which may lead to (a) "Properly designed learning activities, (b) rigorous curriculum investigation, (c) a minimization of invested time and, (d) appropriate procedures to evaluating learning and problems with non-learning."

***0202, *0203 Precise Instructional Objectives** 12 Merits

These two activities require the following of students: *0202, (a) demonstrated understanding of the essential components of PIO; and (b) the capacity to differentiate between properly and improperly stated PIO; *0203; (a) rewriting two improperly stated instructional objectives to conform with minimum standards for PIO; and (b) writing three PIO for his teaching field which incorporate minimum standards for PIO.

***0204, *0205, *0206 Taxonomies of Instructional Objectives** 15 Merits

This activity requires students to develop competencies in identifying objectives from the three domains (cognitive, affective, psychomotor) and to write objectives at the cognitive and affective levels.

***0208 Development of Teaching Strategy** 12 Merits

The student in this activity is to achieve an awareness that a body of subject matter has basic concepts and subordinate component ideas which may be sequenced into an instructional hier-

archy. Having completed the unit, students are expected to be aware that an accumulation of "facts", or exposure to topical issues, does not constitute the acquisition of knowledge. However, the capacity for identifying the major concepts and sequencing the insubordinate components, supplemented with facts and examples, offers a greater potential for understanding broad or complex issues.

***0207 Structuring and Sequencing Subject Matter** 12 Merits

For this activity the pre-service person is required to prepare a teaching strategy which is designed to achieve the instructional objective. The Sequence materials offer the following as components for a teaching strategy:

1. "En-route Behavior (pupils acquire subject-matter prerequisites of the terminal behavior)
2. Analogous Practice (pupils perform lower-order components of the terminal behavior)
3. Equivalent Practice (pupils perform similar, but different responses required in the terminal behavior)."

***0209 Planning and Teaching Concepts and Principles** 16 Merits

In this phase of the social studies Sequence materials, students are required to master certain teaching skills in order to aid students understand a concept or principle. The teacher trainees must prepare a lesson plan for teaching a concept or principle containing the elements of preassessment, objective, learning experiences, content materials, evaluation, and strategy. After preparing the lesson plan and having it approved by the Sequence advisor, the student teaches a fifteen (15) minute simulated lesson based upon the prepared lesson plan. The instructional style of teacher to pupil interaction is used for this exercise with peers functioning as the "class", and the process being recorded on videotape. A clinical professor evaluates the trainee's efforts, watching specifically for the skills of set induction, stimulus variation, use of examples, repetition, and closure. Peers are provided with checksheets for evaluating the lesson, as is the analyst. Trainees must provide a written analysis of their teaching effort, and re-plan, then reteach the fifteen minute lesson with an emphasis upon eliminating errors identified from the first teaching experience. It is expected that the trainee will achieve a **"significantly different approach"** during the reteach session. Having completed the reteach activity, the student is responsible for returning several evaluation components to the Professional Sequence secretary for verification by the clinical staff. Failure to comply may necessitate a recycle. This same procedure is employed for the remaining phases of the social studies supplement materials.

***0210 Planning and Teaching an Analysis Lesson** 13 Merits

The purpose of this phase in the social studies Sequence is to enable trainees to develop the skills necessary to plan and present lessons where the skill of analysis is taught. Trainees are expected to recognize and demonstrate an awareness that if their future

pupils are to develop capabilities to think, the recall of information is an insufficient instructional exercise. The analysis lesson experience offers trainees an opportunity to acquire skills to aid students in achieving a higher level thinking process than that afforded by an emphasis on factual information. For the analysis phase of social studies Sequence, trainees replicate the steps of lesson planning, micro-teaching, analysis, reteach and evaluation required previously, with emphasis upon the skills of set induction, cueing, reinforcement, higher order questions, and closure.

***0211 Planning and Teaching a Synthesis Lesson** 11 Merits.

To prepare trainees for teaching synthesis lessons, the inquiry or problem solving method of instruction is stressed. Through readings in the Sequence Guide Supplement, trainees are advised that for a synthesis lesson, the teacher's role becomes one of facilitator rather than dispenser of knowledge. Using the previously acquired skills of lesson planning, micro-teaching, self-analysis, reteaching, and evaluation, the trainees seek skill development in set induction, use of probing and divergent questions, use of silence, non-verbal clues, and closure.

For the final simulated teaching experience, students may choose to plan and teach a Psychomotor Lesson, a lesson in the Affective Domain, or an Evaluation Lesson. In lieu of the previous, they could be directed to teach either a concept synthesis, or analysis lesson.

***0212 Planning and Teaching a Psychomotor Lesson** 6 Merits

Although social studies teachers deal with psychomotor skills of students in their classrooms less frequently than the physical education or sewing class instructors, student skills may be cultivated by the social studies teachers. I.S.U. social science majors preparing to teach secondary social studies may secure training in teaching for the development of psychomotor skills in future students. Trainees are exposed to the teaching skills of preassessment, modeling (demonstration), practice, and evaluation. Student Trainees prepare a practice lesson, micro-teach it to peers, analyze their performance, and reteach as with the other practice teaching lessons.

***0213 Teaching in the Affective Domain** 6 Merits

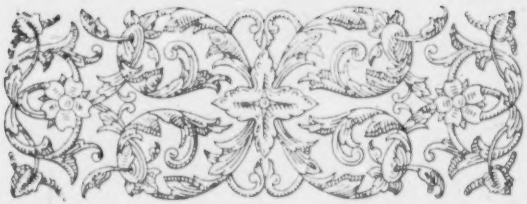
Opportunities are offered student trainees in the Sequence to acquire teaching skills for the affective domain as a supplement for teaching content and skills. The teaching skills which are stressed focus on set induction, using factual recall and higher order questions, asking probing questions, appreciating the value of silence and non-verbal cues, employing reinforcement and closure. Student trainees are informed that teaching for the affective domain generally offers greater potential for controversy than that of the cognitive domain. However, they are appraised that the attitudes, feelings, beliefs, and emotions of students can be identified, clarified, and explored if specific religious and political beliefs are not stressed. The micro-teaching process is once again employed for this activity.

***0214 Planning and Teaching an Evaluation Lesson** 6 Merits

The last of the optional simulated teaching experiences is designed to encourage student trainees to aid their future students in developing evaluation skills. In this training activity, future social studies teachers are instructed in ways by which they might encourage students to make intelligent, well-reasoned, and informative decisions.

CONCLUSION

Data is being gathered this academic year (1973-74) from I.S.U. students who processed through the Sequence and completed student teaching in social studies subjects. Results of this continuing research are expected to yield insights to the student's perceptions of the value of Sequence to their clinical experience. Of particular interest is the frequency of use, degree of success, and future intent to employ those skills for which the Sequence provided an opportunity for exposure, practice, and demonstrated competence.



THE USE OF PROJECTS IN SECONDARY SCHOOL CURRICULA: METHODOLOGY AND EVALUATION

by Allen K. Kemmerer

Individualized instruction is a classroom ideal of which most teachers have become increasingly aware. Yet many remain frustrated by the complexities and ambiguities involved in its execution. The following pages describe how one type of classroom activity, projects, can be presented in such a way as to best utilize teacher-student time and resources in making individualized instruction a reality.

The goal of this article is to provide a primary resource from which in-service teachers can implement practical, productive, secondary school projects. The data and methodology presented here has been drawn from a variety of sources: published material,[1] teachers in the field, and my own personal experience. It is not intended as a definitive statement on the subject, but as a base from which others can expand and modify in order to best suit their needs. Although this material was originally developed for use in a social studies curriculum, many projects can be altered to suit any subject matter. Others may suggest new avenues of using this valuable educational tool.

First, I will submit a rationale for the inclusion of projects in the secondary school curricula, then discuss the implementation of those projects in the classroom, concentrating on the problems of administration and evaluation. Finally, actual projects will be presented in addition to practical tips on their execution, advantages, disadvantages, and evaluation. The source of this information stems from my experience in developing and implementing a program of this type during my practice teaching, supervised by Mr. Michael Dugard at Morton High School, Morton, Illinois.

RATIONALE

In outlining an educational rationale for the use of projects, I will address myself to the question, "Why should we use projects in the secondary school?" As it will soon become apparent, the answer to this question is as diverse as the projects themselves.

One of the initial advantages of projects is their ability to tap the energies, talents, and motivations of students, heretofore unused in the classroom. For the student, projects offer a latitude rarely found in other classroom activities. Projects, when presented to a class, should be described in terms of the student; striving for the best synthesis of what the student can do, his special talents or interests, and what he wants to do.

1. E. Richard and Linda R. Churchill, and Edward H. Blair. **Fun With American History**, Abingdon Press: New York, 1966.

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It should be clear that projects allow individualized instruction, using the peculiar attributes of each student as a base from which an individualized learning experience may be derived. In addition to making use of each student's special abilities or interests, projects can also be adjusted to offer equally challenging educational activities to students exhibiting a wide range of intellectual capabilities. Brighter students can be directed to projects that may require research into special interest areas or higher order intellectual skills. Slower students; in turn, can be directed to projects that emphasize reading, manual or organizational skills. Two other important characteristics of projects that are not often a part of the regular classroom are: 1) the opportunity they provide for the student to develop or display creativity, and 2) the opportunity they provide for the student to demonstrate affective behavior in interacting with a subject of his own choosing.

As a result of this individualized form of instruction and the students involvement in directing it, another advantage becomes apparent; that of providing a sense of achievement. With teacher guidance the student selects a project best suiting his abilities and interests, and helps in determining the objectives of that project. The teacher should assume the role of mediator between what the student wants to do and what the student is capable of doing in order to best meet those objectives. This process should transmit to the student his responsibility to himself rather than to his teacher. Accordingly, when the project is completed with his own objectives met, the student's learning is reinforced rather than the teacher's teaching.

ADMINISTRATION

First and foremost in the administration of projects is planning. Procedures should be planned far in advance to maximize the effective transmission of your plan to students, as well as to insure your competency in answering questions and supplying guidance to those students who require or request it.

Presentation of your project plans should be made at least three weeks before they are scheduled to begin. Your presentation should include a dittoed project list, describing and explaining each type of project, for each student. In class this list can be highlighted and elaborated on. Specifically, examples of each project should be provided. The subject area for which projects are acceptable may be as broad as desired, but specific boundaries should be set. Also at this time, plans for evaluation should be introduced.

After presenting your project plan to the class, procedures for student selection of projects should be initiated. A procedure I found helpful was a sign-up sheet, available before and after class, on which students could sign up for a project. This sign-up sheet included the student's name, his type of project, his subject area, and a preference for a date of presentation.

Students may choose a project in the following two weeks with the third week, or any other suitable amount of time, reserved for

their presentation. During these two weeks, students should be reminded of the sign-up sheet each day. To further encourage involvement, a small amount of class time each week may be allotted for students to work on their projects, either alone or in groups. Also during this project-directed class time, the teacher can check up on each student's progress and provide appropriate guidance.

EVALUATION

The evaluation of projects is fraught with many inherent difficulties. Whereas the usual teacher-learner relationship has changed to one of guiding the learner, rather than teaching him directly, the usual methods of evaluation must be dispenced with. The entire program up to this point has been student centered. Therefore the evaluative process must be similarly dictated. The evaluation of projects needs to be as individualized as the projects themselves. The problem becomes one of establishing a general criteria level for all projects and a specific criteria for each student. These criteria can be agreed upon only through teacher-student interaction.

The following is a procedure for obtaining these criteria.

As a part of your presentation of the program you should discuss general evaluation criteria. Begin by asking students to identify the grounds on which they believe projects could best be evaluated. Usually with a minimum of discussion, teacher and students can agree upon rational and fair criteria. As an example of generalized criteria, I offer the following from my U. S. history class. Historical significance was agreed upon as the first requirement of each project, while the second requirement focused on effort in preparation, which included neatness, comprehensiveness and originality.

Specific criteria for each student should be worked out between the student and the teacher. This amounts to determining a competency level upon which the student and the teacher agree as the necessary level of achievement required for the student's desired grade. As a classroom of students is inherently unequal it would be discriminating to evaluate each of them equally. Under this program, students are individually directed and guided toward the completion of a project, as well as individually evaluated according to their own criteria of success.

PROJECTS

The following project list was developed for use in a U. S. history class with the chronological boundaries being 1870 to 1915. The examples given are from that time period. In addition, some practical information on their implementation and evaluation is offered.

I. Dramatizations and simulations

1. **"Meet the Press"** — reporters question famous historical personalities on the issues of their time.
2. **Radio broadcasts** -- live coverage of a famous event in history.

These projects may be done on tape to offer an opportunity to do a dramatization to those who might be reticent to perform before a group.

a. examples: Indian battles, the Haymarket Riot, the sinking of the Maine.

3. **Playlets** — a short enactment of an historically significant scene.

   Students should be responsible for costumes, props, and script.

   a. examples: the discovery of gold in California, the assassination of Garfield, the founding of a labor union.

4. **Films** — same as playlet but on film.

   Be sure before approving a film that the students have had experience in working with movie cameras, projectors and other equipment needed to produce a film.

II. Oral Reports

1. **Books**

   When proposing book reports, allow for a maximum of creativity in their presentation and be sure to be able to suggest a number of good books. Book reports should reinforce reading, not produce a dislike for it.

   a. examples: **The Jungle** by Upton Sinclair, **Octopus** by Frank Norris, **The Oregon Trail** by Francis Parkman, **Bury My Heart at Wounded Knee.**

2. **People**

   Make sure you are able to suggest interesting people.

   a. examples: James G. Blaine, Eugene V. Debs, William Jennings Bryan, "Fighting Bob" LaFollette.

3. **Demonstrations** — if your family has an historically significant heirloom, diary, antique, etc., you may show it to the class and explain its importance.

   Care should be taken in defining your requirements for this project to avoid degenerating it into a show and tell session.

4. **Genealogy** — a family record of ancestory; famous persons in your family or an interesting account of an ancestor involved in an historical event.

   Make certain that the person in question is in the boundaries you have established for your projects.

5. **Constructions** — for the artistic — make an historical construction (scale model, drawing or painting, etc.) and briefly present it to the class.

6. **Lets Take a Trip** — Imagine you are going on a trip to an historical site. Each report should include the following information: 1) how to get there from your hometown, 2) what travelers can expect to see when they arrive, and 3) the historical significance of the place visited.

7. **Games** — a student may construct and conduct a game for the entire class, providing it has historical significance. I found if a student or students constructed the game a great deal of teacher assistance was required to make sure all rules were fair and the game was playable. There seemed to be much greater success in the adaption of known games to a historical format.

   a. examples: Password, Jeopardy, College Bowl.

III. **Newspaper Construction** — a group of students may edit a newspaper that may have appeared between 1870 and 1915. It should include editorials, ads, cartoons, news articles, feature stories, society and fashion news.

   This type of project is best suited for high ability students. It offers them the challenge of researching their materials, studying the trends of the time in which the paper might have appeared, and organizing it into a whole.

IV. **Debates** — students may argue an historical issue in debate fashion before the class.

   1. examples: gold vs. silver, isolationism vs. imperialism, etc.

V. **Crossword puzzle construction** — a student may design a crossword puzzle or other word game and administer it to the class. It must have a historical theme.

   Make sure you set a limit on the number of these done. They can easily become boring through over-exposure.

VI. **Bulletin board work** — students may decorate one bulletin board with historically relevant material.

VII. **Collages** — poster board with cut-out pictures, phrases, and symbols representing an historical theme.

   Make sure you provide examples of good collages. Demand an organization of the materials used, not simply a mounting job.

VIII. **Written reports** — a minimum of three books dealing with history summarized, analyzed, and evaluated.

   This project is purposely demanding in order to deter students who might have trouble in lesser tasks from attempting this one. However, it can give good practice to those who are willing to attempt a complicated project.

CONCLUSION

The realization of such a project lesson plan can produce most gratifying results. Students who must normally be cajoled to engage

in a classroom activity, suddenly become active and often enthusiastic participants. While there inevitably are those who will attempt to beat the system, their number is greatly reduced. By far the greatest result of the program is that it will have allowed both high and low level students to demonstrate their abilities on an equal basis. I found average and lower ability students, to whom classroom rewards are infrequent, sensed and responded to this unique opportunity with previously undisplayed eagerness.

The teacher also benefits from such a lesson. His contact with each of his students is greatly increased, providing the means by which he can more accurately assess the effectiveness of his teaching, and gain insights into the personalities of those he teaches.

In such ways, this type of individualized instruction fosters cohesion, not diffusion in the classroom, and thus serves as a basis from which better learning experiences may be provided to all.

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